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The Gift of
The Reverend
F. D. Huntington, D. D.,
Professor in
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Edwards, Richard.

MEMOIR

OF

NICHOLAS TILLINGHAST,

AND

State Normal School at Bridgewater.

THE

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H.B. Dawson Sc

N. Tillinghast

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MEMOIR

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MEMOIR

OF

NICHOLAS TILLINGHAST,

FIRST PRINCIPAL OF THE

STATE NORMAL SCHOOL

AT BRIDGEWATER, MASS.

BY RICHARD EDWARDS,

PRINCIPAL OF STATE NORMAL SCHOOL AT SALEM, MASS.

[Reprinted from Barnard's American Journal of Education for Dec., 1856.]

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Gift of
Rev. F. D. Huntington
of Cambridge.

THE following Memoir was prepared and delivered as an Address before the Annual Convention of the Graduates of the State Normal School at Bridgewater, on the 30th of July, 1856, and at the request of the Editor communicated for publication in Barnard's American Journal of Education, from the December Number of which periodical it is now republished in the present form.

MEMOIR OF NICHOLAS TILLINGHAST.

BY RICHARD EDWARDS.

Principal of the State Normal School at Salem, Mass.

[An Address delivered before the Annual Convention of the Graduates of the State Normal School at Bridgewater, Mass., on the 30th of July, 1856.]

FELLOW TEACHERS AND FELLOW PUPILS:

We have met in social and friendly gathering for many years. There are doubtless those here who formed a part of that small band, with whose help, the school of which we have been pupils, was first launched upon the voyage of its existence. Year after year, as occasion would permit, they with others have come up to this, the scene of their former labor, to feel the softening influences of early associations upon those hearts which the business and turmoil of life do so much to harden and deaden; or perhaps to renew here where they were first consecrated to a noble profession, their vows of devotion to its trying but exalting and responsible duties. Some of these occasions have been joyous. The familiar salutations of friends, from whom we have been for a season parted, the warm grasp of the friendly hand, the mutual recital of experiences, the sight of the well known village and its landscapes,—these have been the most prominent circumstances of a convention, and have forever associated with our gatherings the most gladdening recollections. But all has not been joy;—there have been also times of sorrow. Death, that spares no band, has not withheld his hand from ours. Again and again our ranks have been thinned by his unerring shafts. One after another, the young, the promising,—those to whom we looked for noble deeds in the future, have fallen by our side, and we have mournfully betaken us to our journey alone.

But whatever change may have met our eyes here, we always, except on a single occcasion, until one year ago, were cheered by the countenance, and encouraged by the words of one whom we loved as our teacher, and venerated as a noble illustration of the Christian man. At our last meeting, we were informed that ill health kept him in a distant part of the State. To-day, we miss him again, and even the faint ray of hope with which we then solaced ourselves, has been extinguished. Our hearts are saddened by the knowledge that he has departed from our midst, and that while we continue bound

to this lower world, our separation from him is final. This, indeed, is a new experience, and one for which, notwithstanding what we knew of the inroads of disease upon his system, we were scarcely prepared. And even with the positive knowledge we now possess, it is hard to realize the saddening truth. It almost seems as if a convention could not be without his presence. We can scarcely conceive of the scene without the central figure that was wont to give dignity to it, and to kindle the enthusiasm of us all.

But the sad reality must be contemplated, and on the present occasion it is fit that we should express for his memory, in some suitable way, the respect and affection which we all profoundly feel, and to impress upon ourselves the lesson taught us by his life and his death. And in our expressions of respect and sorrow, I am quite sure there will be none of the cold formality which is sometimes exhibited. For if there is any vice which the very remembrance of him would rebuke in a manner more marked than another, it is the vice of pretence,—the ostentatious profession of a sentiment which we do not entertain. No, our grief is real;—our tribute of respect unfeigned. We dare not profane the memory of one so invariably loyal to the truth and to truthfulness, with any offering that comes not from the heart!

Nicholas Tillinghast, the first principal of the State Normal School at Bridgewater, was born at Taunton, Bristol County, Massachusetts, on Saturday the 22d of September, 1804. He was the second son, and seventh child, of Nicholas Tillinghast, Esq., at that time, one of the most prominent members of the Bristol Bar. He early exhibited the germ of that inflexible adherence to what he considered the right, and that elevated and correct tone of moral feeling, which, in later years, expanded into the controlling principle of his life. Anecdotes are related of him, which show that at the tender age of nine years, he had the same feeling of self-denying devotion to the good of others, which marked so strongly his later life. At the age of sixteen, when the West Point Cadets were on their march through the New England States, he happened to meet Miss Eliza Townsend, the Boston poetess. This lady was so much struck by some remark of his, indicating the possession of moral principles nobler than are usually found in young men of that age, that she formed for him a friendship, which terminated only with her life, and which was exhibited even in her death. But our records of his childhood are not very copious, nor would it seem expedient, even if they were, to introduce here many details. From all that I can learn,

it appears that in every respect, in character, in temperament, in manner, the boy was father to the man.

At a proper age he was sent to the Bristol Academy, at Taunton, where he pursued the studies usually attended to in those days by lads who were to prepare for college. It had probably been the intention of his father to give him a college training, but the father's death, which occurred in April, 1818, left the family in circumstances that induced them to relinquish this project, and the young man was taken out of the Academy, and placed in the office of a lawyer. Here he continued for about two years; and in June, 1820, through the aid of Hon. Marcus Morton, at that time a member of Congress, an appointment to a West Point cadetship was obtained for him. Thus was the whole course of his life changed; and instead of the smooth and pleasant path of a New England student, he was ordained to enter upon the rough marches and toilsome labors incident to a life in the United States Army. Speculation as to the degree of usefulness he might have attained, if such change had not occured is vain; perhaps the wisest cannot with any confidence offer an opinion upon the subject. For those whom it intends for high usefulness, Providence always furnishes the necessary culture, whether they be reared in the cot or in the palace; whether they are trained in the cell of the student, or amid the hardships of a frontier life. There can be no doubt however, that the severe mental discipline of the Military Academy, the self-reliance induced by the active duties of the graduated officer, are, to those who possess moral stamina enough to endure them, and make a proper use of them, excellent preparations for the business of teaching. They not only contribute mental strength, but accustom the mind to act promptly from its own judgment formed upon the spot; and this readiness in deciding is a valuable attainment to one whose vocation calls upon him to immediate decision many times in the day, and upon very important questions,—which is in a high degree the case with the teacher.

Mr. Tillinghast's course as a cadet was in keeping with his general character. As a scholar, he does not appear to have been brilliant, but we doubt not, he was always reliable. It is something to say of him, that he passed successfully the several examinations to which every cadet is subjected. Of his own class, consisting originally of seventy members, only thirty-one were able to come out of the ordeal unscathed, at the end of four years. That he was among the thirty-one, will certainly appear to his credit as a scholar, when it is remembered that he was one of the twelve youngest in the class on being admitted. But he occupied by no means a low position in the class

thus eliminated. His number on the merit roll was thirteen, "which," in the language of the venerable Col. Thayer, at that time Superintendent of the Academy, "was a highly respectable standing, considering that he was then the youngest but five in his class, and that in scholarship, the difference between him and most of those above him was very slight." Those who have learned all they know of his success as a student at West Point from his own conversation in respect to it, will be surprised to find that he stood so high; for here as everywhere, his own estimate of his labor and of its results, was very far short of that placed upon them by others. Indeed the standing here indicated is precisely that which, from his character, we should expect to find him occupying. It does not indicate the possession of splendid and showy powers, but rather of a mind solid, reliable, thinking more of the quality than of the quantity of its acquisitions,—acquiring carefully, so that every new truth learned should become a part of the mind itself, and be a support and strength to it when the Academic course should close, and the special stimuli there applied should be withdrawn.

He graduated on the first day of July, 1824, and was commissioned as a second Lieutenant in the Seventh Regiment of Infantry. After serving for three years on the Western frontier, he was attached to the Military Academy as an instructor in Chemistry, Mineralogy and Geology; and having performed the duties of that situation for two years, he again joined his regiment in the West. In August, 1830, he was reättached to the Academy as Assistant Professor of Ethics, and continued to act in that capacity until December, 1834, when being promoted to a captaincy, he again went to the frontiers, and remained in command of a company in Arkansas for nearly two years. He resigned his place in the Army in 1836.

We doubt not that Mr. Tillinghast, while an officer in the army, discharged his duty faithfully, and to the satisfaction of his superiors. But his tastes and feelings were ill-adapted to that mode of life. He found good and noble men among the officers under whom he served, and with whom he was associated, but we we think we may say with truth that his experience of military life deepened in his mind the dislike for war and for all its paraphernalia. He was emphatically a man of peace, in feeling and in principle. We refrain from attempting to state his views on this point with any great degree of minuteness, for we are not aware that he ever took the pains to make them known in detail; but that he had a strong repugnance to the soldier's life, and also to the deciding of national differences by an appeal to arms,—that in short, he was opposed to the whole

institution of war, is a fact that will be abundantly borne out by all who were familiar with him during the latter part of his life. Especially was it true that he had very little respect for the holiday parades of our "citizen soldiery." And yet, he was by no means insensible to the good qualities of those engaged in the profession of arms. He was keenly alive to that sense of honor which prevails among army officers. He has often been heard to say, that although he was opposed to the principle of placing a military chieftain at the head of the nation, yet his observation had taught him that the honorable impulses of a military man are often more worthy of confidence, even in that high station, than the principles, so called, of a time-serving politician.

During his residence in the the western forests and prairies, he suffered much from the diseases incident to those regions,—fever and ague and other complaints; and his friends think that his physical powers were essentially weakened during his stay in Arkansas. His resignation was undoubtedly caused by this circumstance, joined to the distaste for military life to which allusion has already been made.

From the time of his leaving the army until his appointment by the Board of Education, in 1840 to take charge of the Normal School at Bridgewater, Mr. Tillinghast was a teacher in Boston. For the most of this time he taught a private school, fitting young men for West Point, for engineers, &c. He was also for a short time an instructor in the English High School at Boston, and always entertained a great respect for Mr, Sherwin, the accomplished head of that institution.

It was while laboring in this quiet and retiring manner that he was sought out by Hon. Horace Mann, then Secretary of the Board of Education, and invited to accept the Principalship of the School which it was proposed to establish at Bridgewater. After serious consideration, and with great reluctance, he finally consented to accept the post. On this occasion, as always, he distrusted himself. He shrunk from assuming the grave responsibility belonging to the situation. To be a teacher of teachers seemed to him a great thing, and he did not look upon himself as fitted to accomplish great things. Verily the history of man does occasionally furnish examples of a judgment erring on the side of modesty!

In order to understand the importance of the work which Mr. Tillinghast was called upon to do, and the consequences depending upon it, we may find it useful to recall some facts in regard to the establishment of the Normal Schools in Massachusetts. They were brought into existence by the self-sacrificing efforts of a few gentlemen, whose attachment to the cause was earnest and heartfelt. The

establishment of these schools was not a measure first proposed by a legislative committee, and put into operation wholly at the State's expense. On the contrary, it was proposed by individuals, and for the first three years of their existence, the State bore much less than half the expense of suporting them. In the early part of the year 1838, Edmund Dwight,—a name that ought ever to be held in grateful remembrance by all who feel an interest in the success of the public school system of Massachusetts,—offered through the Secretary of the Board of Education, to furnish ten thousand dollars, to be expended under the direction of the Board, in establishing seminaries for the preparation of teachers for the public schools; provided the Legislature would appropriate for the same purpose an equal amount. After some opposition, the proposition was accepted, the ten thousand dollars were voted, and the Board was empowered to put the schools in operation. It was decided that there should be three,—one at Lexington, one at Barre, and one at Bridgewater. Those at Lexington and Barre went into operation in 1839, and that at Bridgewater in 1840. The sum of money furnished in the manner just mentioned, —twenty thousand dollars,—together with such sums as were raised in the towns where the schools were located, added to what was furnished by individual contribution, was sufficient to continue the schools for three years. This, it was judged, would be sufficient time for trying the experiment,—for testing the plan of training teachers for the public schools at the public expense. At the end of the three years, of course, the whole expense of their continuance would come upon the State. Under these circumstances, it will be easy to see that the duty of the teachers of the Normal Schools was no sinecure. It was required of these teachers, that, with exceedingly imperfect instrumentalities, they should demonstrate to the frugal voters of the Commonwealth, the utility of a set of institutions that were to take from the State treasury large sums for the erection of school buildings, and ultimately, some seventeen thousand dollars annually for their ordinary support. For feeble humanity this would seem to have been task enough; but in addition to all this, they were compelled to encounter a fierce opposition from many teachers, who thought their own field of labor encroached upon by the new, and hitherto unheard of, State seminaries. Surely, under these circumstances, success was a great achievement, and the fact that success was attained, speaks the praise of those earnest teachers more loudly than any words of mine can do it. It may I know, be urged, with truth, that the schools had good friends in the Legislature and elsewhere, and that the Secretary of the Board was a gentleman of superior

ability, extended culture, great influence, indomitable resolution, and unflinching devotion to the cause, in which, at a great personal sacrifice, he had engaged. The earnest support of all these was necessary to the succcessful establishing of these institutions. If any of them had been wanting, the scheme must have fallen through. But every friend of popular education has reason to be thankful, that in the trying hour they all stood bravely at their posts; that the Secretary had counted the cost before entering upon the war; that members of the Legislature, of whom one is still an honored resident of this town, regardless of self and self-interest, gave their energies to the support of a measure which has so abundantly improved the character of the public schools; that the teachers, in spite of many obstacles, such as the brief period during which their pupils were under their instructions, the want of suitable buildings and apparatus, and the influence of the opposition already mentioned, still persisted in their noble work, with a faith that removed the mountains in their path, and an industry that knew no fatigue.

But it will be especially useful for us to enquire what means our teacher took to prepare himself for the work which he regarded as of such importance. The school at Barre, which went into operation on the 4th of September, 1839, had been placed under the charge of Professor Samuel P. Newman of Bowdoin College. Mr. Tillinghast, when he had finally concluded to accept the appointment offered him, proceeded to Barre, and spent six months in observing the methods, and studying the principles adopted by Prof. Newman in his school. During this time, he prepared many manuscripts of lectures and explanations for his own use in his new position. Every subject on which he was to give instruction was carefully thought out, and the results of his thoughts was committed to paper for future use. This work of six months, however, was but the beginning of what may be called his preparatory labor. Every exercise was carefully considered before it was to come on,—usually on the night before; and very frequently it happened that midnight found and left him at his labors. And such watching was not atoned for by morning slumbers, for the early morning was likewise devoted to duty. He was a believer in industry, in the power of earnest work, and maintained that nothing truly valuable can be accomplished without it. When he had thus prepared himself, as well as the brief space of time, intervening between his appointment and the commencement of his labors would permit, he entered upon his duties as Principal of the Normal School at Bridgewater, on the 9th of September, 1840.

Here and at this time, no doubt, began the great work of his life.

Whatever may have been his success in his previous employments, it is not likely that it was such as to make him particularly eminent. But in the Normal School, his position soon became a marked one. Upon the public schools of the Commonwealth, he has exerted a telling influence for their elevation and improvement. This influence is felt not only in those schools which are under the direct charge of his pupils, but also in hundreds of others, where his name was never heard. His spirit, his views, his methods, seem to have become part and parcel of our educational system,—they seem like the waters of a clear stream, to impart their own purity to the wave with which they mingle. They float about in the educational atmosphere, and are inhaled by all who breathe it. There is no especial part of the system which he originated; no institution which he founded or endowed, or to which he gave a name. These may be called the material or corporeal parts of a people's educational means. But he furnished much of what we may consider the soul,—the animating principle that moves this otherwise dead machinery. He built no school-houses, but he built the character of many an earnest and successful teacher. And as the teacher is more valuable than the school-house or school system, however valuable these may be, as the soul is nobler than the tenement in which it dwells,—so was his life a nobler benefaction to the cause of education, than if it had been spent in endowing institutions or framing systems. Travel over our Commonwealth; visit elsewhere hundreds of school-houses of every degree of architectural pretension, from the lowly, weather-stained cabin in field or forest, to the costly structure that graces the attractive avenue in the city;—and you will find his pupils in them all, and all without exception, ready to attribute to him the elements of their highest success.

As a teacher, Mr. Tillinghast had many striking characteristics. In the first place, he acquired a power over his pupils,—men and women,—that we think is seldom attained. To mere lookers on, it seemed like a sort of fascination, and even to the objects of it, the pupils themselves, it was often a mystery. For he used none of the arts commonly practised to secure the good opinion and attachment of men. On the contrary his manner, towards those who were not more or less familiar with him, was sometimes thought to be cold, distant, reserved. Even in his intercourse with his pupils, he was far from habitually adopting that freedom and ease of manner which often makes school so pleasant. And yet, we may venture to say that the instances are very rare, in which a teacher is so earnestly and at the same time so universally beloved by his pupils as was Mr. Tillinghast.

The true secret of all this power of his over his pupils, which enabled him to fill them in a great measure with his own spirit, as well as of the remarkable affection which they entertained towards him,—the secret of all this lay in his personal character, in that quiet but unflinching devotion to principle, that heroic and real abnegation of self, which to those who knew him intimately, appeared as the ruling trait of his moral nature. His words, being few, and well considered, were very impressive, and yet, not so much for what he said as for what he *was*, did he exert so positive, so salutary, and so extended an influence. His pupils were fully persuaded of the soundness of his judgment, his unswerving integrity of purpose, his perfect sincerity and scrupulous justice; and in this persuasion, they seemed to surrender themselves unconditionally to his influence. His devotional exercises in the school were always conducted with great simplicity of manner, but with a power which his pupils can never forget. His reading of the Scriptures, and of those brief, earnest and devout prayers, in his calm and serious manner, was an exceedingly impressive exercise. The words sounded through the perfectly quiet room like the voice of inspiration. He did not discard the teaching of religion and morals, by word or by book, but in these departments, he depended mainly upon that silent teaching which a man of strong religious feeling, and pure character will infuse into the very atmosphere of a school-room. One of the natural results of this course was, that when he did employ words for enforcing some religious or moral truth, they made a deep and distinct impression upon the listener's mind, and the precepts imparted were, in many instances, never forgotten. His power was particularly apparent when some delinquency on the part of a pupil, made it necessary to administer reproof. On such occasions, his words were very few, and by no means severe, and yet they very deeply affected those to whom they were addressed. I never knew a pupil of his who did not shrink even from the mildest reprimand from him. The mere knowledge on the part of a pupil, that Mr. Tillinghast disapproved of his course, even where no disapprobation had been expressed, was a burden which very few could endure. I do not think that in the management of his school, he can be said to have been fertile in expedients. He ruled by the force of his own exalted character, by his earnestness and faith. His remedies for delinquency were, in the main, general; he did not resort to one expedient with one person, and to another with the next, but he approached all in the same straight forward and frank manner. This course is not to be commended to every teacher; most of us

need to vary our modes of reproof or punishment, according to the character of the individual to be affected. Our moral power is too feeble; it cannot bend the stubborn will, or arouse the slumbering energies of our pupils, without the aid of schemes devised by the intellect. But in Mr. Tillinghast, the moral power was so well developed that it seemed to bear down all opposition before it, without the aid of shifts and expedients, and for himself, his mode of proceeding was undoubtedly the best.

Of his character as a teacher of the intellect, we may also say that it was distinctly marked. His most notable trait in this respect was something similar to what is usually expressed by the word thoroughness. And yet this word does not fully exhibit the idea. There was thoroughness in his teaching, but there was also another element, which if we could coin a word, we might call *logicalness*,—an arranging of the subject taught according to the character and wants of the mind to be instructed. In every operation, there was not only thorough knowledge, but thorough reasoning. Every point was not only to be thoroughly understood, but it was to be understood rationally, it was to be understood not only by itself, but also in its relations. The pupil was himself required to discover if possible, or at least to appreciate, the connection between one part of the subject and another, to see how much of one statement could be inferred from a previous one. Mere thoroughness in the knowledge of facts, or of principles, learned and remembered, is a very different matter from the thoroughness that characterized the teaching of Mr. Tillinghast. The one can be accomplished by the industry of the pupil; the other requires, in addition, careful thought and ready skill on the part of the teacher. His great weapon, by the help of which he accomplished his work in the recitation-room, was the asking of questions. And his questions were always framed with a view of ascertaining, in respect to the subject of the lesson, *what* the pupil knew, and *how* he knew it, and the causal interrogative was so frequently employed in his exercises, that his pupils were in the habit of calling it the "eternal *why*." He had rare skill in arranging his questions, so as to expose every false opinion, every illogical conclusion. How many times has the glib and fair-seeming explanation been shown to be hollow and unmeaning by his searching interrogatories! How often have ignorance and sophistry been forced suddenly to stand out in their native deformity, as at the touch of an Ithuriel's spear, when in guise of knowledge and wisdom, they had been silently but surely working the destruction of thorough study and good mental habits!

And how many teachers rejoice, to-day, in having had their eyes first opened by these thorough and faithful recitations!

From this it will appear that Mr. Tillinghast was a teacher, an educator, one who considered his employment an art, to be rightly practised only by those who in some way have studied its principles. It is scarcely necessary for me to add here, that he was entirely indifferent as to where or how such study had been pursued, provided only it had been thorough and efficient. He thoroughly knew what he was to teach,—no man better,—but he also knew how the knowledge must be imparted in order to promote the mental culture of the pupil. His recitations were quiet, he employed in them very few words, and yet they were full of carnest thought both on his own part and on that of the scholars. Indeed the most noticeable thing about his recitations, was their tendency to awaken thought in the pupil. And this we should be prepared to expect from knowing how they were conducted. Every individual was required to stand upon his own feet, and when he made a statement, to make it from his own perception of its truth. There was no trading on borrowed capital,—or if circumstances seemed to indicate that this was attempted,—that something was confidently stated, which had been received by the pupil upon authority, when it ought to have been reached by his own thought, how soon a skillful question, calling for an exhibition of the vouchers, became the occasion of a failure!

It may not be uninteresting to state here, that Mr. Tillinghast was of the opinion that it would neither be well nor expedient to make the Normal Schools exclusively professional, in the sense of excluding from them every study except that of the science and art of teaching. Indeed, his own instruction in this latter department was in a great measure, though not entirely, imparted indirectly, and in connection with the teaching of other things. And let it not be thought, on this account, that he considered it of trifling importance. By no means; for a considerable portion of time was devoted entirely to this subject in his own school. But when we speak of Mr. Tillinghast's giving instruction indirectly, we must not forget that he had a power of silent, and perhaps "unconscious" teaching, that produced great and positive results. This we have already attempted to set forth. He taught many things, without uttering a word, that in the minds of his pupils, have taken a distinct form, and become to them a sure guide.

But while Mr. Tillinghast was thus faithful to the weightier matters of his profession, he did not neglect the minutiæ,—the mint, anise and cummin of pedagogic law. Among the humble, but exceedingly

appropriate virtues which he carefully practised, was that of punctuality. The habit of punctuality and regularity had undoubtedly been strengthened in him by his experience in the army. But aside from this, he was punctual and regular from principle. Only once during the thirteen years that he was at the head of the school at Bridgewater, was he late; and that once, no one who was a pupil at the time can soon forget. So remarkable a thing was it for Mr. Tillinghast not to be at his post at the moment for beginning the exercises, that it was thought he must be prostrated by sickness, and a committee of the pupils was appointed to proceed to his house and to ascertain the facts. This committee found him quietly walking his parlor, awaiting, as he supposed, the hour for opening the school. He had just examined his watch, and although it really indicated the correct time, yet by some strange mistake, he thought he had half an hour to spare.

To enumerate all his school-room characteristics would occupy too much of our time. We will therefore only glance at a few, of which the contemplation would seem to be the most useful. And, first, he was remarkably accurate in his work, even to the minutest details, and he required perfect and minute accuracy in his pupils. No excellence of explanation, no appreciation, however thorough, of general principles, was ever allowed to atone for mistakes in the details of an operation, mathematical or otherwise. And such errors he had great skill in discovering. A mere glance of his eye over a blackboard solution of a problem in mathematics, would detect any error wherever it might lurk, among the wilderness of figures and symbols. And it should be noticed that in carrying out this trait of his character, he was always as ready to acknowledge his own errors as to point out those of another. Although such acknowledgment was seldom required, yet whenever it was required, it was made with alacrity, and without any of the miserable shuffling, explaining, and excusing sometimes practised on such occasions by teachers who would fain be considered infallible.

But rather than say anything further of my own, concerning Mr. Tillinghast's qualities as a teacher, I will take the liberty of repeating the testimony of another of his pupils, a gentleman eminent in his profession, occupying an honorable and important post connected with the educational interests of another State, and who was for long and intimately acquainted with our beloved teacher. This testimony seems to me so just and well expressed that I introduce it even at the risk of some slight repetition.

"He was a truly religious man, and in the highest and best sense;

for his religion manifested itself in his life and deeds, rather than in his words. He always sought to know the right, and to do it; to seek the path of duty and to follow it, lead where it might.

"He was sincere and true in his dealings with himself and with others, neither doing nor saying anything merely for effect. He censured the wrong because it was wrong, and commended the right because it was right, and showed by his life that his own standard of action corresponded to that which he indicated to others.

"He was truly and unaffectedly modest. He forced you to think of the subject he presented rather than of himself. He never pressed himself, his opinions, or his school, on the notice of others. He sought no expression of their good opinion, and deprecated not their ill opinion. While at times he may have felt that his school did not receive that attention from without which it deserved, and that his work was not fully appreciated by any save his own pupils, he would by no act or word call attention to it. He was content to labor on, believing that the time would surely come when the result of his work would be made manifest, whether he should be known in it or not.

"He had that high self-respect which led him to respect others. He therefore appealed to worthy motives only. Everything like trickery and deception he despised, in teacher as well as in pupil. Hence he could never tolerate those whom he could not trust. He had a deep sense of personal responsibility, and sought,—with great success—to inspire others with it.

"His words of reproof were few, yet apt. There was no escaping them. They never came undeserved, they were always direct, always kindly spoken, and always "told home."

"Though at first reserved and apparently cold and distant, he was very warm-hearted and generous, sympathetic and kind. Happy indeed were they who came to know him intimately.

"He was industrious, earnest, and devoted. He allowed himself no idle hours, and discouraged all idleness in others. He believed that 'nothing good was ever come by without labor,' and regarded industry as a duty. Hence, he never did his pupils' work for them. He would guide them in the right track, and indicate methods of overcoming difficulties, but nothing more. His suggestions and explanations, and the assistance he rendered never did away with the necessity of thought on the part of the pupil, but rather made it the more necessary. With him, no glibness or readiness could conceal or atone for a want of study; nor could self-distrust or diffidence hide the evidence of faithful preparation.

"Almost invariably accurate, he was ever ready to acknowledge any error he had made. The sentence, 'I was wrong in my statement or opinion,' fell from his lips, though very, very rarely called for, as easily as did the contrary one, 'You were wrong.' He never sought to hide, or explain away, or excuse erroneous statement or explanation which he had made; but, always endeavored to correct it. He was very successful in exciting a similar spirit in his pupils.

"He had great analytical power. While he could grasp a subject as a whole, he could also comprehend all its parts, could trace their relations to each other, and could determine the proper place and importance of each. To this power he was indebted, I think, for the great clearness of his explanations.

"He had a great love for thoroughness,—thoroughness in study, in teaching, in everything. Especially was he thorough in investigating and teaching the first principles of a science. In his view, a deficiency there was fatal. He held his pupils to a point till they mastered it, and could appreciate something of its relations. Those accustomed to superficial views, sometimes complained at first of their slow progress; but, when the work was done, and they were prepared for a higher course, they felt its value.

"In his teaching he was strictly inductive; developing his subjects easily and naturally, and removing difficulties, and explaining just enough to stimulate to exertion. He would question closely, and would make his pupils feel their ignorance and need of study, without humiliating them.

"He usually read character very readily and accurately, though he was sometimes deceived. This, however, but seldom happened. He understood his pupils much better than they thought he did, and knew much of their thoughts, feelings, and habits of life."

To this testimony I will only add a few considerations in regard to Mr. Tillinghast's character as a man. As has already been intimated, the great distinctive feature of his character was his constant reference to principle, in respect to every act. An eminent clergyman, who had been long on terms of intimate friendship with him, once made this remark to me: "I believe Mr. Tillinghast never asks himself any other question concerning a proposed act, or line of conduct, than this single one, 'Is it right?'" It is for Omniscience only to say, whether this was true on every occasion, and under all circumstances. But, so far as human insight could penetrate the hidden recesses of his mind, which was so simple and ingenuous, it seemed so to have been. And this conviction was felt by none so strongly as by those who were most familiar with his private life.

Notwithstanding the scrupulous severity with which he judged his own conduct, his judgment of others, and especially of his friends, was kind and liberal. He was always very lenient toward the faults of his assistant teachers, excusing in them many deficiencies that he would have severely censured in himself, and expressing great satisfaction with their performances, when it was morally certain that he would have regarded similar things in himself as of very little worth.

His practical benevolence, although it made serious drafts upon his moderate salary, was conducted strictly upon the Christian plan,—his left hand never knowing what his right hand was doing. Many a man could tell of substantial aid received from him in greatest need, and the books of benevolent and reformatory associations would show no meagre sums accredited to his name, were it not that the name was most frequently withheld, when the gift was delivered. Where prudence and benevolence came in apparent conflict, and either of them was called to give way, that duty generally fell to the share of the more cautious virtue. All generous reforms had in him a warm sympathizer, and a prompt supporter; and, his firm and consistent anti-slavery was not without the usual accompaniments of obloquy and social proscription. Naturally, he was a man of strong feelings, both of liking and aversion. He was the firm friend,—not exacting, but liberal,—making his friendships more valuable to his friends than to himself. His aversions were not for persons, but qualities. He was really impatient of certain vices, such as deceit, pretence, the putting on of false appearances, the arrogating to one's self of excellencies to which there was no claim, the doing of things for mere effect, and similar maneuvering. His own conduct was outspoken and straightforward, and his feeling of contempt for the opposite course was very strong. But, he was free from suspicion, very slow to attribute bad motives, unwilling to believe evil of those about him; and, it was only upon very strong evidence, that men came under his condemnation.

In his religious feeling, he was habitually earnest and devout; but, his devotion did not obtrude itself upon men's observation, and draw attention to itself. It was a modest, firm, constant, deep-seated, calm, and trusting devotion. At the time of his death, and for many years before, he held the office of deacon in the Unitarian church, at Bridgewater. We believe he was a Christian, for, otherwise, we know not how to interpret that teaching of our Saviour. "By their fruits shall ye know them: a corrupt tree can not bring forth good fruit."

Mr. Tillinghast's modesty made him exceedingly disinclined to appear before the public as an author, and we are not aware that he

ever did so except in two instances. About the time of his appointment to Bridgewater, he prepared a work on Geometry, for the use of schools; and, a short time before the close of his connection with the school, he published an excellent collection of prayers for schools, consisting of such as he had himself used, while at Bridgewater. This book is highly prized by his pupils, both on account of its intrinsic merit, and because its perusal serves to recall most vividly the memory of their teacher, in one of the most interesting exercises of their school-days.

In the way of history, little more can be, at present, said. Long-continued hard work gradually enfeebled, and finally overpowered, a slender physical frame. In July, 1853, he left the school, as it was then hoped, to return to it in the course of a year. But, his body had become the prey of that fatal disease, consumption; and, notwithstanding the efforts of skillful physicians, and a winter's residence in Florida, he continued to sink in strength, and, on the 10th day of April, 1856, he died, in the fifty-second year of his age. For some time before his death, he had suffered much from severe fits of coughing, and had some apprehension that he should pass away in one of these convulsions. But, it was not so ordered. He encountered the "king of terrors" calmly and serenely, passing gently from a quiet sleep to the repose of death. He died the death of the Christian, rejoicing in the hope of immortality, and, with his last breath, committing his spirit to the Father who gave it. His remains lie upon the southern slope of the southern hill in the beautiful cemetery at Bridgewater, at a point that overlooks the pleasant village which was so long the scene of his labors,—where the sun smiles upon his rest, as his Heavenly Father smiled, in the hour of death, upon his returning spirit.

We are told, in Scripture, that the limit of our life is threescore years and ten, and that the strength which carries us beyond is labor and sorrow. From this declaration, it may be inferred that, as a general rule, the ages of men who duly observe the laws of their being, will approach, more or less nearly, the limit here established. Men, who receive their bodies and souls as gifts from God, which they are to watch and keep with jealous care; who do not poison the life-current of the one with the artificial stimulants to a depraved appetite, nor shake the foundations of the other by the upheavings of ungoverned passion; such men may be expected to approach, in their journey, the outmost confines of human life, and to pass away amid the consolations of a green old age.

But, there are, sometimes, crises in human affairs; times when the

development of some great principle, or the illustration of some truth not known to the multitude of men, demands that the work of many years shall be crowded into one; or, that the power of truth shall be illustrated in one glorious moment of martyrdom; when, at the call of duty, life must either be shortened by an intense devotion to a great work, or its thread be suddenly snapped as a testimony to the faithfulness of the laborer, and the greatness of the work in which he was engaged. The higher life, the progress of the race, may require the sacrifice of the lower life of the individual. Thus, we believe, passed away the beloved teacher, whose memory we this day, with a sad pleasure, recall. He entered the public educational field when the skies were dark, when the star of hope had scarcely risen, and was obscured by the cloud of an adverse public sentiment; when the normal schools were, even by their friends, considered only as an experiment, and one that, in the opinion of many experienced and able statesmen, would prove an entire failure. It was to a cause thus unpromising that he gave the whole energy of his soul. With an untiring industry, he devoted to his school his days and his nights. He engaged in hard and continuous study, not from motives of ambition, but from a deep sense of responsibility in respect to his school, and to its influence in advancing the cause of education. Nor did the necessity for such study arise from a defective education, but from a determination to adapt his instructions to the mental and moral wants of his pupils, and of those whom they, in their turn, were to educate. He was earnestly desirous that, so far as he could exert any influence upon the character of the public schools, that influence should be good, should tend to their elevation and improvement, and to the advancement of the cause of popular education; and this, not for his own sake, that he might acquire a reputation, and occupy an honorable position in the sight of men, but for the sake of the thousands whose hearts and minds are formed, in a great measure, in those conservators of New England virtue and intelligence,—the public schools.

Such were his aims, and the amount of labor which he thought necessary to their accomplishment, could be sustained only by a robust physical frame, and could be performed only by a well-balanced and active mind, guided by the highest principles, and acting under the influence of a determined will. For such a work we believe his mental and moral endowments to have been eminently fit; but, in his physical system, the necessary conditions were not supplied; the sword was too sharp for the scabbard, the energies of the spirit were too mighty for the clay, and the mortal coil was shuffled off. Shall we now say that his life was not sacrificed in the discharge of a high

and holy duty; and, shall we doubt that Heaven approved the offering? Every heart instinctively answers, no. The exigency demanded the sacrifice. His example was needed to show us, his pupils, what manner of spirit we must be of; with what forgetfulness of self we must devote ourselves to the noble work whereon we have entered; how, with an eye single to Truth and the Right, in spite of difficulties and discouragements, we must still labor on, in patience and in faith, believing that the harvest will surely come, whether we are among the reapers or not.

And, was the work of Mr. Tillinghast worth such a sacrifice? Did he, in his short life, achieve results at all commensurate with the time, the labor, and the life that were devoted to them? Let the appeal be made to every individual who ever enjoyed the benefit of his instructions. My brother, or my sister, whence came your higher views of life and its duties? Who opened to your mind a new world of intellectual life and moral perceptions, of which you had before never had a glimpse? Who stirred your soul to higher aspirations than you had ever felt, and roused it to nobler purposes than you had as yet formed? Who waked up within you a moral energy that, when you do not permit other influences to smother it, makes you ashamed of low views of duty, of feeble and ill-directed effort, and enkindles within you a glowing earnestness in your work? On this point, I am sure that language fails to express what is deeply and clearly felt in the heart of every pupil of his, who is with us to-day. We all feel that the *great* work which he did for us, that which we most highly value, is precisely that which can not be represented in speech. That higher teaching was not conveyed to us in words, and words can not impart it to others. If imparted at all, it must be by the sympathy of spirit with spirit. If, therefore, we would do for our pupils what he did for us, we must teach as he taught, by possessing ourselves the qualities with which we would have their characters adorned, and by entering upon our work with a zeal and an earnestness that will bring the minds of our pupils into sympathy with our own; remembering that only from the fullness of our own hearts, and the perfection of our own characters, can we have the instruction to impart; and, only by a glowing and energizing enthusiasm can we make it efficient upon the character of others.

Such, friends and fellow-pupils, so far as my imperfect ability could sketch him, in so brief a time, was the man at whose feet it has been our high privilege as well as our delight, to sit in the attitude of reverent and attentive listeners. I have endeavored to be strictly just, to state not only the precise truth, but also to present that particular

combination of truths that would give the justest and truest idea of the man. I have sought to weigh my words, to abstain from unwarranted statements, and excess of panegyric, and I am confident that my expressions fall below what you feel in your hearts. We all feel that we are cherishing the memory of no ordinary man, and that the language of an ordinary occasion is not adapted to our use to-day. It is not only our teacher that has fallen, but a standard-bearer in the great educational army. When we consider his exalted character, and the paternal relation in which he stood to us all, with what sincerity, and what loneliness of heart, are we ready to exclaim:—

> "He was a man, take him for all in all.
> I shall not look upon his like again."

On such an occasion as this, it seems eminently fit that the feelings which we have been for years cherishing, without an opportunity for public utterance, should be freely expressed. Let us then lay upon his grave the tribute of our respect and affection; and, as we return to the scenes of our accustomed labor, let us learn the lesson of this experience, let us open our minds to receive and to cherish the influence that goes forth from the life and character of our departed friend and teacher, and let us see that our own lives and the teachings we impart, shall not be altogether unworthy of that which we have received.

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